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ABSTRACT

Collaborative efforts by Texas Tech University (TTU) and the Lubbock Independent School District (ISD) resulted in an innovative program to improve the preparation of secondary-level preservice teachers in social studies. The program is grounded in the realities of the social studies classroom. Students are organized by teaching field in a six-semester-hour block which meets in a Professional Development School (PDS). The curriculum includes: an overview of policies, practices, and perspectives on schools in Texas; local school orientation sessions; classroom assignments/observations; local curriculum documents; infusing the teaching of thinking into the curriculum; methods, techniques, and evaluation procedures appropriate to teach various subjects in social studies; adapting textbooks for students with learning disabilities; and developing various projects pertaining to the state accountability program (Texas Assessment of Academic Skills) by using the social studies objectives and measurement specifications. The social studies cohort has also added learning experiences outside the classroom through trips to the Museum of TTU, the Ranching Heritage Center, and the Lubbock Lake Landmark with the objective of teaching how various types of museums act as resources to teach social studies. A unique feature of this program is the role and support provided by the principal and preservice mentor at the PDS and the coordinator of secondary language and social studies of the Lubbock ISD. (SM)

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Collaborative Efforts Result in a Successful Field Based Program for the Preparation of Secondary Teachers of Social Studies

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ABSTRACT

Collaborative effort by Texas Tech University and Lubbock ISD results in an innovative program to improve the preparation of secondary level preservice teachers in the area of social studies. A concerted effort is made to ground the program in the realities of the social studies classroom. Students are organized by teaching field in a six-semester hour block which meets in a Professional Development School (PDS). The curriculum of the social studies block program includes: an overview of policies, practices, and perspectives on schools in Texas; local school orientation sessions; classroom assignments/observations; local curriculum documents; infusing the teaching of thinking into the curriculum; methods, techniques and evaluation procedures appropriate to teach various subjects in the social studies; adapting textbooks for students with learning disabilities; and development of various projects pertaining to the state accountability program (Texas Assessment of Academic Skills) by using the social studies objectives and measurement specifications. The social studies cohort also has added learning experiences outside the classroom through trips to the Museum of TTU, the Ranching Heritage Center, and the Lubbock Lake Landmark with the objective of learning how various types of museums can be used as resources to teach social studies. A unique feature of this successful program is the role and support provided by the Principal and the Preservice Mentor at the PDS and the Coordinator of Secondary Language Arts and Social Studies of the Lubbock ISD.

Collaborative Efforts Result in a Successful Field Based Program for the Preparation of Secondary Teachers of Social Studies

The Professional Development School Collaborative initiated by Texas Tech University, Lubbock Independent School District, and the Education Service Center - Region 17 developed several goals for the project which included the following: (1) to create and maintain a positive relationship between the university and local schools, (2) to improve the preparation of preservice professionals, and (3) to better align teacher preparation programs with the field of practice. The purpose of this paper is to describe the collaborative effort by the College of Education of Texas Tech University and the Lubbock Independent School District which resulted in designing an innovative program to improve the preparation of secondary level teachers in the curriculum area of social studies.

Background

Addressing the three objectives as stated in the preceding paragraph and recognizing the specific need for improvement in teacher preparation in the area of secondary level social studies, representatives from Texas Tech University, the selected Professional Development School (Hutchinson Junior High School), and the central office of the Lubbock ISD planned the redesign of a particular phase of the teacher preparation program. Initially, the university agreed to assign all students seeking teacher certification in secondary level social studies to two education courses to form a six-hour block. Then, it was agreed that the students would attend the block program in a classroom to be provided in one of the Professional Development Schools (PDS). Hutchinson Junior High School was selected as the off-campus site for the social studies block program. Two university professors were to be assigned instructors of record, and the general

academic area of the block was to be "Curriculum Planning Development, and Evaluation" and "Teaching the Social Studies in the Secondary School." The two professors were to be assisted in the block program by the PDS Preservice Mentor who is the assistant principal for instruction at Hutchinson and by the Coordinator for Secondary Language Arts and Social Studies from the central office of Lubbock ISD.

Students assigned to the social studies block program are seeking teacher certification either through the traditional undergraduate teacher preparation program or through the post-baccalaureate program. The undergraduate students are required to have completed at least 60 semesters hours in general studies, the first two courses in professional education, and about one-third of the required courses in their teaching field(s). A minimum of 2.5 grade point average of all course work attempted and passing scores on the Texas Academic Skills Program tests (reading, writing, and mathematics) are also required.

The post-baccalaureate students are required to have the following: a minimum of a bachelor's degree; a cumulative grade point average of 2.5 on all work attempted; completed the first two courses in professional education and passing scores on the Texas Academic Skills Program tests (reading, writing, and mathematics). Their academic major usually meets all or part of the teaching field(s) requirement.

Regardless of the program (undergraduate or post-baccalaureate) that the students are accepted in teacher education, the students follow one of the following three options for certification in social studies:

Option I - prepares individuals to teach in grades 6-12 **with a single teaching field of 36 hours minimum** in one of the following fields--biology, chemistry, earth science, economics, English, **geography, government,** health,

hearing impaired, **history,** life-earth science, mathematics, other languages, physical science, and physics.

Option II - prepares individuals to teach in grades 6-12 **with two teaching fields with 24 or more hours in two of the following fields**--biology, business administration, business secretarial, chemistry, computer information services, dance, earth science, **economics,** English, exercise and sports sciences, **geography, government,** health, **history,** journalism, mathematics, other languages, physical science, physics, **psychology, sociology,** speech communication, and theater arts.

Option IV - prepares individuals to teach in grades 6-12 **with a single composite teaching field with 48-64 hours** in one of the following broad fields--English-language arts, science, or **social studies**.

The Secondary Social Studies Block Program

The number of preservice teachers accepted into the social studies block program ranges from 14 to 23 students per semester. The program meets 12:30-3:20 p.m. each Tuesday and Thursday in a provided classroom at Hutchinson Junior High School. The curriculum of the block includes the following: an overview of policies, practices, and perspectives on schools in Texas; local school orientation sessions; classroom assignments/observations; local curriculum documents; infusing the teaching of thinking into the curriculum; methods, techniques and evaluation procedures appropriate to teach various subjects in the social studies; adapting textbooks for students with learning disabilities; and development of various projects pertaining to the state accountability program (Texas Assessment of Academic Skills) by using the social

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studies objectives and measurement specifications. The social studies cohort also has added learning experiences outside the classroom through trips to the Museum of TTU, the Ranching Heritage Center, and the Lubbock Lake Landmark with the objective of learning how various types of museums can be used as resources to teach social studies. The students can use the TAAS project materials in their student teaching which occurs the following semester, and many students include their TAAS projects in their professional portfolio when they start interviewing for a teaching position. The TAAS projects are designed and presented by the Coordinator of Secondary Language Arts and Social Studies.

The TAAS Project

The TAAS Project is designed to increase the preservice teacher's awareness and understanding of student assessment in Texas. In 1989, the state-wide assessment (accountability) program was expanded to include the area of social studies. The TAAS social studies test is based on ten objectives that include the state-adopted essential elements. During the TAAS Project, students do the following: (1) form cooperative groups to analyze the importance of teaching each TAAS objective and design a hands-on activity to use in the classroom; (2) learn specific models for teaching reading comprehension in social studies; (3) utilize a test-generator to produce multiple-choice questions; and (4) implement a writing model to assist them in teaching various types of writing appropriate for social studies curricula. A copy of this assignment is included as Attachment #1.

The preservice students practice these techniques for several weeks and prepare model lessons based on the information they have learned. Following the project, the preservice teachers evaluate the project and provide suggestions for improving the project. The preservice

teachers are encouraged to add these lessons to their professional portfolios and to use these lessons in their teaching experiences.

Clinical Experiences

A minimum of 30 hours of classroom observation is required for the block. Most of the observations are made in classrooms of the social studies teachers; however, other classrooms and activities are observed. The clinical experiences are arranged and monitored by the Preservice Mentor. The students report their observations in a journal by recording examples of observed teaching competencies using the ExCET Preparation Manual: Professional Development - Secondary. A copy of this assignment is included as Attachment #2.

Museums as Resources

A recent addition to the curriculum of the secondary social studies block program involves a co-operative program between Lubbock ISD and the Museum of TTU (which includes the Ranching Heritage Center and the Lubbock Lake Landmark).

The Museum complex has developed an educational program and tour of these facilities that is closely coordinated with the Lubbock Independent School District's social studies program for grades 1, 2, 4, 5, 6, and 7. Using LISD approved guidelines for subject matter, the school tours are designed to "enhance the state-mandated essential elements for the classroom, aid with meeting TAAS objectives, and help students relate to the historical, social, and natural heritage of the South Plains region."

Preservice education students are being encouraged to act as docents (tour guides) for these LISD tours and at the same time earn credit hours toward their degree. As Museum docents, students will increase their teaching skills, experience working with students outside the classroom setting, provide an excellent alternative resource for teachers and other educators in

the community, enhance their studies of cultural diversity, increase their professional contacts, augment their professional resumes, and be exposed to possibilities of careers in the museum field.

Graduate students in the Orientation and Mobility Program in the TTU College of Education have worked closely with the Museum to develop a docent guided tour for the visually handicapped visitor. Exhibit information was provided to TTU students who then developed audio cassettes, maps in Braille, and docent training for escorting the visually impaired through the exhibits. This project allows expansion of the LISD tours to include those students with special needs.

The Preservice Mentor

The mentor program begins with an orientation phase, both for the junior high faculty and for the preservice teachers. Initially, the faculty is presented with the concept of the Professional Development School and the campus as a laboratory for on-site training. The university students participate in a morning orientation class, at which time they receive a notebook prepared by the campus mentor, and containing most of the information given to the faculty at the beginning of the school year. It also contains student information, in order that the preservice teachers have a clear view of campus policies. As the semester proceeds, teachers are encouraged to share lesson plans, TAAS objectives, discipline management plans, etc., with the university students. The mentor also provides a master schedule of classes for each preservice teacher. During the first weeks, they are encouraged to observe classes other than social studies. Once this initial period of observation is finished, they are scheduled into Texas History, American History, World History, and World Geography classes. Should they have a second teaching field, time in the classroom is shared between the two disciplines. As the semester progresses, the students

become more involved in the life of the school, helping with extracurricular activities and developing a professional relationship with faculty and administrators. They are valued as a part of the Hutchinson community.

Results and Educational Importance

This program has completed nine 16-week semesters with favorable results. This conclusion is based upon data obtained from the preservice student teachers, the cooperating teachers who supervised these students in their student teaching program, the principal and preservice mentor of the PDS, and the university professors. Also, most of the students from this program are actively sought after by other principals in the school district as well as from the immediate surrounding area. This appeared to be mainly related to the student's ability and understanding of the use of the TAAS objectives and measurement specifications in the area of social studies.

This program, designed for the improvement of the preparation of secondary level social studies teachers, can be replicated or modified by most teacher preparation programs affiliated with professional development schools. The general curriculum framework of this block program can also be adapted to various other subject areas of teacher preparation.

PROJECT CONCERNING TAAS OBJECTIVES AND MEASUREMENT SPECIFICATIONS
(Social Studies)

1. From a textbook or journal, photocopy any 2 page selection (500-700 words) that pertains to at least one of the ten TAAS objectives (social studies). Leave at least one inch margin on each side of the selection/article so that it can be properly annotated. At the bottom of the second page of the photocopied selection, indicate the source of the selection (APA style) and appropriate grade level.

2. Read and annotate the selection. Use the procedure (see HO) described in class.

3. Develop a one-paragraph summary of the selection. (Typed and double spaced).

4. Using the 2 page selection/article, develop four appropriate instructional objectives (either from the cognitive or affective domain). The objectives should be stated in behavioral form using at least two of the three components required of a performance objective.

5. Using the TAAS test generator (see HO), prepare four multiple-choice type questions over the selection. Base these questions on the various TAAS social studies objectives (such as: main idea, cause and effect, inferences and conclusions, generalizations, point of view, and compare and contrast). Do not use as choices "none of the above" or "all of the above." Do not use an answer that is out of the context of the selection.

   For each of the four multiple-choice questions, indicate the specific TAAS objective that each question pertains. These questions should be typed on one sheet of paper, separate from the annotated/summary of the selection. Also, type the correct answer to each question at the bottom of the page.

6. For each of the four multiple-choice questions, explain reasons for the incorrect answers. This part should be on a separate page.

7. Develop a persuasive writing prompt using the 2 page selection. Guidelines for writing the prompt were provided in class. (See HO).

Summary of Assignment

- Cover page with your name, title of project, and date of project
- Annotated Selection
- Summary of Selection
- Instructional Objectives
- Multiple-choice Questions
- Explanation of Wrong Answers
- Persuasive Writing Prompt

THE SOCIAL STUDIES BLOCK PROGRAM
(EDSE 4311-242 and EDSE 4360-242)

Clinical Experiences

A minimum of 40 hours of classroom observation is required for the social studies block (EDSE 4311 and 4360). Some guidelines for summarizing and reporting the classroom visitations include:

1. Preparing A Journal

   Establish and maintain a journal that contains an entry for each day/period of classroom observation. Each entry should include a summary of your self-reflection concerning such things as: the culture of the classroom, classroom management, instructional planning (short and long-range), teaching techniques, unanticipated events, and any questions that may have developed for you concerning the observation. At the completion of all field experiences, briefly summarize your classroom observations, then react briefly from the perspective of curricular practice and decision-making.

2. Recording Examples of Teaching Competencies

   Using your copy of the ExCET Preparation Manual: Professional Development - Secondary (or the attached pages) which describe the 15 teaching competencies divided into 3 domains, select 1 competency from each of the 3 domains and briefly describe some examples/behaviors observed that demonstrated these competencies. This will be another part of the journal.

3. After completion of your clinical experiences, prepare your materials in the following order:

   - Cover Page (includes name, student number, semester, course number and section)
   - Observation Log (includes name, date, hours, and teacher signature)
   - Observation Summaries (separate page for each date)
   - Summary and Reaction to Classroom Visits
   - Examples of Teaching Competencies

   Due Date:_____

TEST FRAMEWORK FOR PROFESSIONAL DEVELOPMENT (FIELDS 02—ELEMENTARY AND 03—SECONDARY)

Domain I—Understanding Learners
(5 competencies = approximately 33% of test)

Domain II—Enhancing Student Achievement
(6 competencies = approximately 40% of test)

Domain III—Understanding the Teaching Environment
(4 competencies = approximately 27% of test)

DOMAIN I—UNDERSTANDING LEARNERS

Competency 001

The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

The teacher recognizes that students' developmental characteristics affect what and how they learn and that effective decision making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic). The teacher is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understands how development in any one domain may affect performance in other domains. The teacher applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.

Competency 002

The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

The teacher understands how various external factors (e.g., conflict within students' families, peer relationships, gang- or drug-related community problems, malnutrition) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors and minimizes the effects of negative factors. The teacher recognizes signs of stress in students (e.g., a sudden drop in grades, an increase in aggressiveness) and knows how to respond appropriately to help students deal with stress. The teacher understands factors inside and outside the classroom that influence students' perceptions of their own worth and potential (e.g., grouping practices, parent and teacher expectations, prior experiences in school), recognizes the effects of these perceptions on learning, and knows how to plan instruction to enhance all students' self-esteem and to create an environment in which all students feel safe, accepted, competent, and productive.

Competency 003

The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

The teacher is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc. The teacher recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

Competency 004

The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

The teacher understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning). The teacher is aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.

Competency 005

The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

The teacher understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation. The teacher is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.

DOMAIN II—ENHANCING STUDENT ACHIEVEMENT

Competency 006

The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.

The teacher understands the relationship between careful planning and student success in the classroom. In designing instruction the teacher takes account of factors relevant to instructional planning (e.g., learners' backgrounds, desired learner outcomes, content of instruction, integrated curriculum, input from students, available materials and resources, time and space constraints). The teacher chooses lessons and activities that reflect the principles of effective instruction and that help students achieve an in-depth understanding and acquire the will to set and accomplish their own long-term and short-term goals. The teacher makes use of collaborative processes (e.g., working with other teachers) in planning instruction and in designing individual and group activities.

Competency 007

The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.

The teacher understands that communication takes place verbally, nonverbally, and through the use of media. Using a variety of modes and tools of communication, the teacher imparts expectations and ideas to create a climate of trust, respect, support, and inquiry. The teacher models effective communication strategies (e.g., monitoring the effects of messages, being a reflective listener, simplifying and restating, being sensitive to nonverbal cues given and received) and encourages students to communicate effectively in a variety of contexts. The teacher is a thoughtful questioner who asks questions that elicit different levels of thinking and recognizes that different ways of questioning achieve different purposes (e.g., promoting risk taking and problem solving, facilitating factual recall, encouraging divergent thinking, stimulating curiosity). The teacher appreciates the cultural dimensions of communication and knows how to foster effective, constructive, and purposeful communication by and among all students in the class.

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Competency 008

The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.

The teacher uses an array of instructional strategies to actively engage students in learning, and constantly monitors and adjusts strategies in response to learner feedback. The teacher understands principles, procedures, advantages, and limitations associated with various instructional strategies (e.g., interdisciplinary instruction, cooperative learning, discovery learning) and appropriately chooses among alternative strategies to achieve different purposes and meet different needs. The teacher can vary his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the levels of need and independence of the students. The teacher knows how to make instruction relevant to students' own needs and purposes and helps students acquire strategies and skills (including higher-order thinking skills, such as comparison, analysis, evaluation) that will be useful to them in the real world.

Competency 009

The teacher uses a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.

The teacher knows how to enhance learning for all students through the appropriate use of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents and artifacts, AV equipment, manipulatives, local experts) and helps students understand the role of technology as a learning tool. The teacher evaluates the effectiveness of specific materials and resources for particular situations and purposes; selects appropriate materials and resources to address individual students' strengths and needs, learning styles, preferred modalities, and interests; understands the value of using multiple resources in instruction; and can manage the logistics of individual and collaborative use of limited materials and resources.

Competency 010

The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.

The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery. The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

Competency 011

The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

The teacher knows how to promote student ownership of and membership in a smoothly functioning learning community whose members are responsible, cooperative, purposeful, and mutually supportive. The teacher facilitates a positive social and emotional atmosphere in the classroom, establishes and maintains standards of behavior, manages routines and transitions, maximizes the amount of class time spent in learning, and creates a physical setting that is conducive to the achievement of various goals.

DOMAIN III—UNDERSTANDING THE TEACHING ENVIRONMENT

Competency 012

The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

The teacher understands the importance of reflection and self-evaluation and recognizes personal factors (e.g., self-concept, attitudes toward authority, biases, sense of mission) that affect one's role as a teacher and the nature of one's interpersonal relationships with students. The teacher recognizes that he or she is a member of a learning community and knows how to work effectively with all members of that community (e.g., teaching colleagues, a mentor, special needs professionals) to solve problems, deal with stress, explore new ideas, and accomplish educational goals (e.g., planning a new curriculum, working across disciplines, assessing school effectiveness, implementing site-based management plans). The teacher actively seeks out opportunities to grow professionally; knows how to use different sources of support, information, and guidance (e.g., mentor, principal, professional journals and organizations, inservice training programs) to enhance his or her own professional skills and knowledge; and is aware of the value of technology in promoting efficient time use and professional growth.

Competency 013

The teacher knows how to foster strong school–home relationships that support student achievement of desired learning outcomes.

The teacher is able to establish a relationship of trust with parents or guardians from diverse backgrounds and to develop effective parent–teacher partnerships that foster all students' learning and well-being. The teacher recognizes the importance of maintaining ongoing parent–teacher communication, is aware of factors that may facilitate or impede communication with students' families, and understands strategies for promoting effective communication. The teacher understands basic principles of conducting parent–teacher conferences (e.g., beginning and ending on a positive note, avoiding technical jargon) and knows how to work cooperatively with parents to devise strategies for use at home and in the classroom.

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Competency 014

The teacher understands how the school relates to the larger community and knows strategies for making interactions between school and community mutually supportive and beneficial.

The teacher is aware of the significance of the school–community relationship and understands the value of working with local citizens to establish strong and positive ties between the school and the community. The teacher knows how to take advantage of community strengths and resources to foster student growth. In addition, the teacher is aware of problems facing the community (e.g., drugs, gangs, racism, crime, unemployment, poverty), understands how these problems may affect students' lives and learning, and is aware of resources and strategies that can help students cope with community problems.

Competency 015

The teacher understands requirements, expectations, and constraints associated with teaching in Texas, and can apply this understanding in a variety of contexts.

The teacher is familiar with the various expectations (e.g., those of school boards, principals, colleagues, parents, students) and constraints (e.g., legal requirements, ethical responsibilities) placed on members of the teaching profession and is aware of the multiplicity of roles that teachers may be called upon to assume (e.g., instructor, resource person, problem solver, curriculum developer, school spokesperson). The teacher understands laws and guidelines relevant to education (e.g., those related to civil rights, special needs, confidentiality, child abuse) and ensures that his or her decisions and actions are in compliance with legal and ethical requirements and the legitimate interests of others. The teacher understands the structure of the Texas education system, recognizes types of authority and decision-making structures within the system (e.g., centralized systems, site-based management), and knows how to work within the system to address issues and make decisions appropriately.

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